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ABSTRACT

In response to charges that the transfer programs of California's community colleges are not functioning well, this report examines the role and operation of baccalaureate-level courses at Bakersfield College (BC). Introductory material outlines the multiple purposes served by baccalaureate-level courses in California's community colleges and highlights the mission of these institutions. Next, an examination of baccalaureate-level courses at BC presents data on the proportion of students enrolling in and completing these courses; the number of students transferring from community colleges to the University of California (UC) and the California State University (CSU); reasons for the decline in transfer rates; the proportion of BC students in baccalaureate-level courses transferring to the UC and CSU systems; and the academic performance of BC students in the CSU system. Following this are sections discussing the "open door" philosophy of California's community colleges; the effects of recent financial cutbacks on student enrollments and student educational objectives; and the societal objectives involved in training people to the baccalaureate level. The next section presents an examination of students' reasons for enrolling at BC and for enrolling in the college's baccalaureate-level courses. Finally, conclusions are presented, among them that about two-thirds of the students at BC are enrolled in baccalaureate-level courses for many different reasons, including, but certainly not limited to, transferring credits to a four-year institution. The student questionnaire is appended. (HB)

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BACCALAUREATE COURSES
AT
BAKERSFIELD COLLEGE

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INTRODUCTION

There appears to be developing a mind-set in Sacramento, encouraged and abetted by the California Postsecondary Education Commission (CPEC), that the baccalaureate level programs offered by California community colleges are not functioning well. CPEC is quick to use percentages of community college students transferring to the U.C. and C.S.U.C. systems as evidence of malfunction. This paper attempts to call attention to the many purposes for which students enroll in baccalaureate level courses, including as only one, the transfer purpose. It will be useful for people reading this document to keep in mind that the correct terminology for the courses and programs discussed here is "baccalaureate level", and not "transfer". This distinction reflects the multi-purpose nature of baccalaureate level courses that calls for a system of evaluation that takes into account purposes in addition to percentages of students transferring.

According to the Master Plan for Higher Education the junior colleges of the state were to provide the following instructional functions:

- The first two years of a collegiate education for students planning to complete work for baccalaureate degrees.
- Two-year associate in arts degree programs with broad application for citizenship, health, family living, science, and basic communication needed by citizens.
- Vocational-technical, general education and training to prepare students for occupations which require two years of training or less.
- Counseling services sufficiently extensive to meet the needs of a nonselected group.
- Remedial courses for students whose preparation for their chosen curricula is inadequate.

Section 66701 of the Education Code implements the intention of the Master Plan by stating that:

> "Public community colleges shall offer instruction through but not beyond the second year of college. These institutions may grant the associate in arts degree and the associate in science degree. Their program may include but shall not be limited to: standard collegiate courses for transfer to other institutions; vocational and technical fields leading to employment; general or liberal arts courses; and community services."

Currently Title 5 of the Administrative Code cites the following statement related to the mission of California community colleges:

55001. Community College Educational Program

A. The Instructional services of community colleges include:

1. Liberal Arts and Sciences Education

a. Baccalaureate Oriented/Transfer Programs and Courses

b. Associate Degree Programs and Courses

c. Development Programs and Courses

1. Compensatory Programs and Courses
2. Adult Elementary and Secondary Basic Skills Programs and Courses

d. Community Education Programs and Courses

1. Personal Development and Survival Courses
2. Parenting and Family Support Courses
3. Community and Civic Development Courses
4. General and Cultural Courses

2. Occupational Education

a. Vocational/Technical Transfer Programs and Courses

b. Vocational/Technical Associate Degree and Certificate Programs and Courses

c. Continuing Education Vocational/Technical Certificates, Programs and Courses

B. The Community services (Non ADA generating) of community colleges include:

1. Community Services Classes

a. Avocational Classes

b. Recreational Classes

c. Seminars, Lecture Series, Forum Series, Workshops, and Conferences

d. Professional and Occupational Inservice Classes

2. Community Services Activities

a. Civic Center Act Activities

b. Cultural Activities

c. Community Development Activities

d. Recreational Activities

Clearly set forth in all of these documents is the fact that community colleges, in addition to other curricular responsibilities, are charged with the task of offering baccalaureate level courses and programs for transfer to other collegiate institutions.

As recently as December, 1983, the Board of Governors of the California Community Colleges officially adopted a mission statement which says that community college district's will provide:

"Transfer programs; vocational programs; programs leading to associate degrees; certificate programs leading to early employment; general education courses; and student services such as counseling, testing, job placement and financial aid.

This statement goes on to say that the community colleges should provide:

> "Remedial and basic skills education; noncredit continuing and community education classes in the nine protected categories; joint programs with business, industry, labor and government; and fee-supported community services courses.

Historically, California community colleges have developed strong baccalaureate level programs. In the beginning, the junior colleges authorized by the State of California grew out of the need of the University of California to establish a better screening device for entrance into the University, and to give non-eligible high school graduates a second chance. These functions also applied for entrance into the state college system. As a result, locally established and controlled junior colleges developed fairly comprehensive baccalaureate level programs, supported these programs with staff and facilities, and took great pride in the achievement of their transfer students. At the zenith of this effort is was common for most junior colleges to claim that about one-third (1/3) of their students, in fact transferred.

However, as the junior college became a community college and the mission became more comprehensive, more and more people attended community colleges who satisfieid their own educational goals, but who never transferred to a four-year college or university. Some of these students already had baccalaureate degrees, others were looking to upgrade their skills and information for purposes of career changes or job promotion, still others enrolled to enrich their personal lives, and, of course, substantial numbers of younger students had as their aim a baccalaureate degree. To meet the needs of all of these different categories of students the colleges continued to offer baccalaureate level courses and programs that very nearly spanned the spectrum of professional training. And the people in the service areas of the colleges continued to enroll in these courses in large numbers.

BACCALAUREATE PROGRAM — BAKERSFIELD COLLEGE

The community colleges of the State have taken seriously the Master Plan, Education Code provisions, Title 5 mandates, and Board of Governors statements germane to mission. This document will focus on baccalaureate level courses at one institution, Bakersfield College. This college was founded in 1913, has a long and distinguished history of meeting educational needs of the people of Kern County, and can be used to illustrate the magnitude of baccalaureate programs and the many purposes for which people enroll in these courses. Specifically, this paper will deal with enrollments, completions, numbers transferring, and purposes for which students enroll in baccalaureate level courses. The years selected to reflect the current status at Bakersfield College are 1981 and 1982. The courses offered during the fall semesters of these two years which were officially designated by the college as "baccalaureate" are the ones used in our analysis. All other courses are grouped under the heading of "non-baccalaureate courses".

In 1979-80, the California State University and Colleges system required all of the community colleges in California to identify baccalaureate level courses and submit these courses for either concurrence or denial. This was done and after some negotiation and compromise there has been agreement on the list of baccalaureate courses offered by the community colleges. Bakersfield College has followed this procedure and has identified its baccalaureate courses in its catalogs. Using the college's designations, it was possible to examine baccalaureate courses, course-by-course, determine enrollments at the first census of both fall semesters, and calculate the number completing each course with an A, B, C, D, or CR.

Looking first at enrollments in baccalaureate level courses we find that about two-thirds of the seats taken at the college are in these courses. Table 1 shows the relative size of the baccalaureate and non-baccalaureate enrollments at Bakersfield College compared to total enrollments.

TABLE 1

BAKERSFIELD COLLEGE
BACCALAUREATE CLASS
ENROLLMENTS AND PERCENTAGES
1981 - 1982

	Fall 1981		Fall 1982	
	Enrollments	Percentage	Enrollments	Percentage
Baccalaureate	21,657	63	21,743	66
Non-Baccalaureate	12,855	37	11,187	34
TOTAL	34,512		32,930	

In viewing these data it must be kept in mind that the focus here is on enrollments in baccalaureate level classes, not numbers of students who are "transfer prototypes" as described in the Statewide Longitudinal Study. That Study showed only 37% of students as "transfer prototypes", with 35.5% as "vocational prototypes, and 27.5% as "special interest prototypes". This is a good place to call attention for the first time, but not the last, that students enroll in baccalaureate level courses for many, many reasons. Some are transfer bound, some are job market bound, and some, as suggested and documented in the longitudinal study have their own special and personal reasons for taking a seat in one of Bakersfield College's baccalaureate level classes. Later in this paper we will try to let the students speak for themselves regarding their manifold purposes for enrollment in one of these classes. For the moment, however, it will be useful to cite the major purposes for which students enroll in baccalaureate level classes. These follow:

- Transfer to another collegiate institution.
- Promotion on the job.
- Qualify for a new or different job.
- Personal satisfaction through general education.
- Required continuing education for licensure.
- Secure a vocational certificate for job placement.
- Qualify for an A.A. degree.

Considering all of the above purposes it would be short-sighted to measure the value of the baccalaureate program against a single purpose such as whether or not the student uses the course for transfer credit. We will, elaborate further on this theme when student responses are analyzed.

Since the purposes for taking a baccalaureate level course are numerous, it might be concluded in some quarters that there will be low commitment on the part of students. One measure of commitment would be persistence. To measure this we examined all of the baccalaureate course enrollments at Bakersfield College in the fall semesters of 1981 and 1982 and asked: of those enrolled during the fourth week (census), how many completed the course with an A, B, C, D, or CR. These completion rates, as defined, are shown in Table 2.

TABLE 2

BAKERSFIELD COLLEGE
BACCALAUREATE CLASS
ENROLLMENTS--COMPLETIONS--PERCENTAGES
1981 - 1982

	Fall 1981			Fall 1982		
	Enrollments	Completions	%	Enrollments	Completions	%
Baccalaureate	21,657	14,671	68%	21,743	14,846	68%
Non-Baccalaureate	12,855	7,803	61%	11,187	7,180	64%
TOTAL	34,512	22,474	65%	32,930	22,026	67%

Completion rates for both semesters for baccalaureate classes was 68%. Non-baccalaureate classes had a slightly lower completion rate, but not significantly lower. It is difficult to compare this 68% figure with the C.S.U.C. or U.C. systems since we are not privy to their retention rates. A natural expectation would be that the more select the student body, the greater the persistence of students. Perhaps the U.C. system, admitting the most qualified students, has a much higher retention rate than community colleges. And since the C.S.U.C. system is more selective than community colleges, but less selective than U.C., perhaps their persistence rates are somewhere in between on the scale between 68% and 100%. If the California Postsecondary Education Commission (CPEC) knows and publishes these data on the other two systems, they are not commonly communicated to the community colleges. CPEC also criticizes the community colleges for lack of evaluative data on which sound educational plans can be based. This document is an attempt to provide data from one community college on the nature of the baccalaureate program in partial answer to the oft-voiced CPEC refrain that the community colleges transfer too few students to the other two public systems of higher education in California.

So far, we have cited the magnitude of the baccalaureate program at Bakersfield College and noted the persistence rates of students who enroll in this program. We should turn now to one of the important aspects of the baccalaureate program, i.e., the number of students transferring from community colleges to four-year colleges and universities.

According to CPEC statewide data there has been a steady decline in community college transfers to the U.C. and C.S.U.C. systems since 1975. These data are shown in Table 3.

TABLE 3

NUMBER OF COMMUNITY COLLEGE STUDENTS WHO TRANSFERRED TO THE UNIVERSITY OF CALIFORNIA (U.C.) AND THE CALIFORNIA STATE UNIVERSITY OF CALIFORNIA (C.S.U.C.)
1965 - 1982

COMMUNITY COLLEGE FALL TRANSFER STUDENTS			
YEAR	U.C.	C.S.U.C.	TOTAL
1965	2,948	14,603	17,551
1966	3,761	19,295	23,056
1967	3,702	22,059	25,761
1968	3,785	26,596	30,381
1969	4,458	28,207	32,655
1970	5,166	29,059	34,225
1971	6,154	32,546	38,700
1972	7,165	34,619	41,784
1973	8,193	33,089	41,282
1974	7,813	32,646	40,459
1975	8,002	35,537	43,539
1976	7,123	32,653	39,776
1977	6,392	34,001	40,393
1978	6,193	31,609	37,802
1979	5,649	30,428	36,077
1980	5,428	30,490	35,918
1981	4,778	30,026	34,804
1982	5,137	29,824	34,961
1983	5,305	30,274	35,579

Source: California Postsecondary Education Commission, March, 1983

It can be seen from these data that the state-wide decline from the peak years to the present in transfers from community colleges to the U.C. and C.S.U.C. systems has been substantial. In the U.C. system the decline is 35.2% from the peak in 1973 until 1983, 10 years later. In the C.S.U.C. system this decline is at the 14.8% level. It appears from Table 3 that 1981 and 1982 may have been the low point, and that the downward trend has now been reversed.

These data are, naturally, of concern to the community college system. However, CPEC's conclusions that there is something terribly wrong with the community college baccalaureate program that has produced this decline is a simplistic response to an extremely complex question. Even cursory analysis would suggest multiple causal factors that include some of the following probable explanations for the decline:

(1) The U.C. system instituted higher standards for admission.

(2) The C.S.U.C. system was significantly over-built and began to compete more directly with the community colleges for a limited pool of students.

(3) Societal forces appeared to put a lower value on baccalaureate training and a higher value on practical skills.

(4) Both U.C. and C.S.U.C. took steps to protect their lower division programs by encouraging a higher proportion of freshman admissions and a lower percentage of transfer students.

(5) The community colleges placed more emphasis on meeting the local needs of business and industry and correspondingly put less emphasis on transferring students to the other two systems.

(6) Efforts made by C.S.U.C. and U.C. to recruit transfer students from community colleges were significantly reduced at a time when these two systems were accepting large numbers of students paying out-of-state tuition into impacted programs such as engineering and computer sciences.

(7) U.C. and C.S.U.C. administrators and faculty began to tell high school students that community college courses were not equivalent in degree of difficulty with courses in the other two systems.

(8) CPEC published in the news media damaging statistics that were never given comprehensive treatment.

(9) Community colleges failed to enforce prerequisite standards which produced an extremely heterogenous student body raising questions in the minds of high school administrators, counselors, teachers, and students with respect to academic rigor.

(10) The State Legislature, the Governor, and CPEC rhetoric in the last ten years have combined to give community colleges such an unstable financial base that it was virtually impossible to engage in evaluation leading to long-range plans and perhaps significant changes. Institutions that are publicly treated as second class get the reputation of being second class and consequently decline in status in the eyes of high school personnel and students thus leading to fewer qualified high school students opting for community college matriculation.

(11) The baccalaureate degree is no longer considered the automatic ticket for employment.

Turning from gross numbers transferring to percentage of Bakersfield College students transferring we find a corresponding decline as follows:

TABLE 4

BAKERSFIELD COLLEGE
NUMBERS ENROLLED COMPARED TO NUMBERS TRANSFERRING
TO U.C. AND C.S.U.C.
1977 - 1982

YEAR	NUMBER ENROLLED	NUMBER TRANSFERRING	PERCENTAGE
1977	13,380	509	3.8
1979	12,210	556	4.6
1981	11,750	395	3.4
1982	11,145	354	3.2

Since 1981 and 1982 reflect a rather significant decline in numbers of students transferring we compared these numbers, not with gross numbers enrolled, but rather with an estimate of numbers of students enrolled in baccalaureate level courses. It is acknowledged that the numbers of students enrolled in baccalaureate courses noted in Table 5 is an estimate. For lack of better system for arriving at the number of baccalaureate level students enrolled, we simply applied the percentage of seats taken in baccalaureate level courses (65%) to the total enrollment. It may not follow that if 65% of the seats are in baccalaureate level courses that--ergo, 65% of students enrolled are baccalaureate bound students. Since there is no precise way to determine the percentage of baccalaureate bound students, this was the only method we could devise. The data for the two years referred to above follows:

TABLE 5

BAKERSFIELD COLLEGE
STUDENTS TRANSFERRING TO U.C. AND C.S.U.C. COMPARED TO NUMBERS IN BACCALAUREATE COURSES

YEAR	NUMBER ENROLLED	NUMBER IN BACCALAUREATE COURSES	NUMBER TRANSFERRING	PERCENTAGE
1981	11,750	7,373	395	5.4
1982	11,145	7,355	354	4.8

These data still indicate a strikingly low percentage of students transferring in the two years noted. This is a reflection of the major theme of this paper, and that is that students enrolled in baccalaureate level classes are there for many purposes other than using the course for transfer credit. Although CPEC and other agencies continue to use numbers transferring as the major measure of the value of the baccalaureate courses, the facts are that other purposes for taking these courses are equally important and just as legitimate.

Another way to look at percentages transferring is to use as the base, not the total number of students enrolled, but full-time students attending. If one applies to this base the 65% figure representing those enrolled in baccalaureate level classes and then take the percentage of this number actually transferring a much higher rate is the result. This procedure is reflected in Table 6 which follows:

TABLE 6

BAKERSFIELD COLLEGE
FULL-TIME STUDENTS COMPARED TO BACCALAUREATE ENROLLMENTS AND TRANSFERS
1981 - 1982

Fall 1981				Fall 1982			
Full-time Students	Number In* Bacc. Courses	Number Transferred	% Transferred	Full-time Students	Number In* Bacc. Courses	Number Transferred	% Transferred
2,992	1,885	395	21%	3,171	2,092	354	17%

Here we see the percentage transferring averaging about one in five, which although not high, is reasonable considering all the other purposes for which students enroll in baccalaureate level classes. This Table also makes the point that the base used for comparison with respect to percentages transferring is a crucial first step. To illustrate further, and getting still more selective regarding the base, if we ask what percentage of full-time day sophomores transfer the figure is 51.2% for 1981 at Bakersfield College. Statisticians the world over recognize the possibility of manipulating numbers to prove points.

However, it is true that the total number of students transferring to the University of California and California State Universities and Colleges annually has declined. This is true both in gross number and percentages. Bakersfield College is not in exception in this regard. The societal and educational forces that have brought about this change are complex and subject to speculation. One incontrovertible factor is the competition for students among the various segments of higher education. To the degree that the University of California and California State University and Colleges intensify their efforts to recruit high school seniors, the community colleges will lose transfer level students. Since the University of California and California State Universities and Colleges and the community colleges all over-built during the 60's and 70's, there is a natural competition for students. As the state's population grows and the colleges remain static in student capacity this problem should correct itself.

Since CPEC also argues that not only do fewer community college students transfer to U.C. or C.S.U.C., they also do not do as well academically as native students in the other two systems. Table 7, which follows, provides data with respect to the academic performance of Bakersfield College transfer students for 1981-82 at C.S.U.C. campuses.

TABLE 7

BAKERSFIELD COLLEGE
ACADEMIC PERFORMANCE OF BAKERSFIELD COLLEGE
STUDENTS AT C.S.U.C.
1981 - 1982

C.S.U.C. Campus	Transferred Fall 1981	BC Transfers G.P.A.--1981-82	G.P.A. of Native Students--1981-82
Bakersfield	168	2.65	2.57
Fresno	52	2.72	2.75
San Diego	22	2.52	2.55
San Luis Obispo	22	2.78	2.73
Northridge	13	2.54	2.61
Chico	8	2.34	2.71
Los Angeles	6	2.39	2.43
Sacramento	6	2.81	2.84
Fullerton	4	2.99	2.62
Humboldt	3	2.68	2.70
Hayward	2	2.00	2.61
Long Beach	2	3.48	2.70
Pomona	3	2.35	2.63
San Jose	1	3.00	2.65
TOTAL	312	2.67	2.65

It can be seen from this Table that for 1981-82 Bakersfield College transfer students did as well academically as native C.S.U.C. students. Historically, Bakersfield College students transferring to the U.C. system have had about .5 negative grade point average differential in their first quarter of attendance. Considering the competition level at the University, this differential has always been looked upon as acceptable.

With respect to retention the percentage for Bakersfield College students is 69.1% and that for native C.S.U.C. students is 73.0%. Since a majority of Bakersfield College transfer students enroll at Cal-State, Bakersfield, we summarized academic performance of these students at Cal-State for the past ten years. These data follow in Table 8.

TABLE 8

BAKERSFIELD COLLEGE
ACADEMIC PERFORMANCE OF BAKERSFIELD COLLEGE
STUDENTS AT CAL STATE, BAKERSFIELD
FALL QUARTERS--1972 - 1982

		Grade Point Averages			
Year	Number	4.0	3.0 - 3.9	2.0 - 2.9	Below 2.0*
1972	758	9.6%	39.1%	35.5%	15.8%
1973	840	10.1%	36.0%	31.9%	22.0%
1974	832	8.9%	33.5%	36.3%	21.3%
1975	851	9.2%	31.4%	37.1%	22.3%
1976	813	8.9%	32.2%	36.5%	24.4%
1977	803	11.1%	31.8%	33.4%	23.8%
1978	771	9.9%	34.2%	29.1%	26.8%
1979	659	10.9%	35.5%	28.5%	25.0%
1980	637	11.8%	31.9%	36.3%	20.1%
1981	682	6.5%	31.4%	32.0%	30.2%
1982	646	6.5%	34.4%	37.6%	21.5%

* Includes those who drop all course during the quarter

It can be seen from this table that about 75% of the Bakersfield College students who transfer to Cal State, Bakersfield persist and do satisfactory academic work. Twenty-five percent either fail to persist or fall below a "C" average (2.0). It is remarkable to note that about 10% get 4.0 averages and another 35% achieve a "B" average. Almost by any standard one could imagine, this represents high academic achievement and belies the contention of other researches that community college students do not do well upon transfer to another institution.

Still, there is the haunting question of all those seats taken in baccalaureate level courses compared with so few transferring. Community colleges have to address this issue. A response that probably goes to the heart of the matter relates to mission and the open door.

THE OPEN DOOR

As suggested earlier in this document, community colleges in California got ther start as junior colleges with a heavy emphasis on baccalaureate level courses. They became more comprehensive after World War II adding occupational programs and serving more people beyond traditional college years. Through the 1950's they were still called junior colleges and admission standards were consistent with a Title 5 section which said that all could enter who in the judgment of the college president could profit from the instruction—hence the "open door."

To these fast developing colleges, their governing boards and their staffs, the "open door," albeit expensive, was the epitomy of accessibility and equalization of opportunity. Community colleges, as developed in California, were and are the one unique contribution of the United States to education. They recognized the late bloomer; they provided a second chance (and sometimes a third); they gave poor people the opportunity for social mobility; they recognized the particular needs of minorities and women; they were the training grounds for business and industry; they gave the ambitious a chance for further training while holding a full-time job; they attempted to repair educational deficiencies so educationally handicapped people could enter the mainstream; they paid attention to improving the quality of people's lives; they emphasized both general and specialized education; they reached out into their communities with centers near the people; they provided cultural programs that broadened horizons and brought enrichment; and they were the centers to which people streamed day and night to do something more with their lives than simply be entertained. The community colleges succeeded in opening doors for people beyond their dreams. The open doors of the colleges led to a thousand other doors which might otherwise have remained not only closed, but locked. If our society places a high value on equalizing opportunity, then the California Community Colleges will go down in history as having made the most comprehensive effort ever attempted to achieve this goal—this dream.

As Burton Clark suggested in his book entitled "The Open Door College," the colleges admitted everyone who applied and then there was a grand sorting out process to help students get located in classes where they had a reasonable chance to succeed. Clark also introduced the gambling term "cooling out the mark" by which he noted that a substantial number of students enrolling in open door colleges had unrealistic educational and occupational goals and had to be "cooled out" i.e., gently persuaded to de-escalate their aspirations.

Just when it appeared likely that through rigorous assessment programs and enforced pre-requisites the junior colleges could develop a system of matriculation that would provide a base for standards, two things happened to derail this effort. First, the staffs of junior colleges resented the appelation "junior' and insisted that they were serving a broader segment of the community and should be community based and meet almost every educational need expressed by any twenty people residing in the service area. Enrollments burgeoned, state support escalated with increasing ADA, and community college administrators developed a mental set that to get big was good and, further, that growth was unlimited.

Second, about this time the revolution of the 60's engulfed the campuses with its cries of relevance and the right to fail. Efforts to properly assess aptitudes, interests, abilities and traits that led to academic success took a back seat to the charge that these efforts were discriminatory. The net result was that, in large measure, placement tests became voluntary and prerequisites commonly ignored. Coupled with this was a State financial support package that put a premium on headcount. "Headhunting" became a fairly common term used to describe the comprehensive and aggressive efforts to enroll more students and thus assure the growth of state support.

These efforts to meet everyone's needs--open the open door ever wider--coupled with the erosion of standards that accompanied the "right to fail" philosophy, began to plague the community colleges. It became harder and harder to explain purposes. And it became easier and easier for the critics to expound the horror stories related to persistence, transfer, and standards.

Upon this scene came first Governor Brown with his macrame innuendos, followed by Jarvis and his initiative, with Governor Deukemejian batting clean-up with budget cuts of a devastating magnitude in order to bring about a tuition system for community colleges in California. CPEC rhetoric and competition for students on the part of the CSUC system have also jarred the community colleges.

It is a well known fact, easily observed, that admission standards have enormous consequences that relate to curriculum, staffing, services and standards. The more selective the admission standards the easier it is to tailor the curriculum and insist on high academic standards. Persistence and completion rates are higher, the faculty deals with a somewhat homogeneous student body, and purposes are easier to articulate. On the other hand, a completely non-selective student body poses assessment, curricular, and quality control problems of the greatest magnitude. A non-selective student body coupled with a multi-faceted curriculum designed to meet almost every educational need poses a challenge that even the most courageous might back away from.

To illustrate the heterogeneity of the non-selective student body of a single community college we determined that at Bakersfield College 8% of the students enrolled already have a baccalaureate degree, 5% already have an A.A. degree, and 5% more have already completed 60 units but do not have any kind of a degree. Taken together then, we find that 18% of those enrolled have completed the first two years of college. It is patently unfair to include in the base for comparision purposes those who already have a baccalaureate degree and, of course, those who never intend to get one. Naturally, these people are not going to transfer. They have other purposes in mind when they enroll in baccalaureate level classes. The "Open Door" inevitably leads to an extremely diverse and non-selective student body that does not lend itself to evaluation based on a single criterion such as percentage transferring.

To illustrate this further, we examined the situation with respect to the limits on numbers of units compiled by individual students. Currently there are no limits on the number of units for which a student can get credit. Perhaps there is a perennial student or two who have in excess of 100 units on their Permanent Records. There are large numbers who exceed the 60 units required for graduation. And, as we know from this document, 5% of our students already have an A.A. degree and another 8% have baccalaureate degrees.

The question becomes one of limits of responsibility. At what point in an individual's academic career can the college say, with reasonableness, "The college has met its responsibilities with respect to your educational goals? This is a very complicated question with far reaching consequences. Some legislators have suggested that the State's responsibility does not go beyond 60 units after which students should pay all or a part of the cost of attending. A fee of $50 per semester for full-time students and $5 per unit for part-time students is another effort to put a cap on perennial enrollments. It would appear that the perception in Sacramento is that the community colleges enroll many people for whom the State has already provided a reasonable education. If we accept the idea that there is a limit, what is it?

- Some people go beyond 60 units because they change their occupational and educational goals.
- Some people go beyond 60 units for retraining purposes.
- Some people who are college trained enroll to improve or up-date skills needed on their jobs.
- Some people enroll seeking to improve the quality of their lives.
- Some people enroll to enhance their enjoyment of leisure time activities.
- Some people enroll who want to become better parents.
- Some people enroll because of mandatory continuing education requirements to keep their licenses current.

Adults, i.e., not traditional college-age people, enroll for such a variety of reasons that cataloging them becomes an almost impossible task. Society (the Legislature and Governor, not the local Governing Board) has to decide where the line should be drawn with respect to how far the State will go in supporting continuing education for its citizenry. Currently, there are few, if any, limits to the number of units students can accumulate. To charge tuition based on purposes for which students enroll would be an administrative nightmare. Perhaps before any limits are imposed the people in high places who decide these societal questions should ask themselves: "What are the consequences to the State of California of closing the open door, and perhaps only leave it a-jar in the name of equal opportunity".

A COLLEGE TRAINED POPULACE

The questions being asked with respect to the numbers of students transferring suggest that society (the State of California) wants and needs more people trained to at least the baccalaureate degree level. This issue leads us to ask how many local high school students enroll in college immediately upon graduation. We might also like to know the proportion of the general population in California who have completed four years of college or more.

Turning first to the local question and sticking with the situation at Bakersfield College we decided to use Kern High School District data with respect to seniors who actually enroll either at Bakersfield College, a C.S.U.C. campus or a U.C. campus. It is acknowledged that a few seniors matriculate to private colleges or universities, and perhaps a few enroll at other community colleges, but the data given here covers the vast majority of graduating high school seniors in Kern County. Table nine shows these data for the past five years.

TABLE 9

KERN HIGH SCHOOL DISTRICT
SENIORS MATRICULATING TO BAKERSFIELD COLLEGE,
C.S.U.C. CAMPUS OR U.C. CAMPUS
1978 - 1983

		BAKERSFIELD COLLEGE		C.S.U.C.		U.C.	
YEAR	SENIORS	NUMBER	PERCENTAGE	NUMBER	PERCENTAGE	NUMBER	PERCENTAGE
1978-79	3,790	1,046	27.7	272	7.2	57	1.5
1979-80	3,858	959	24.9	263	6.8	59	1.5
1980-81	3,798	980	25.8	255	6.7	57	1.5
1981-82	3,591	884	24.6	277	7.7	54	1.5
1982-83	3,475	869	25.0	247	7.1	52	1.5

These data illustrate that about one-third of local high school graduates matriculate immediately to a public institution of higher education in California. Also noted in Table 9 is the fact that about 25% of local high school graduates enroll at Bakersfield College. Although using this number as a base for comparison regarding Bakersfield College students transferring to public four-year colleges or universities in California would not be scientific, it would paint the picture with a broad brush. It is undoubtedly true that a very large number of Bakersfield College students who transfer every year are young, recent graduates of the local high schools. Those students tend to be full-time students who are committed to a baccalaureate degree. So, for our own interest, Table 10 compares numbers transferring from Bakersfield College with numbers entering from the local high schools.

TABLE 10

BAKERSFIELD COLLEGE
NUMBERS TRANSFERRING COMPARED TO FRESHMEN
ENTERING FROM KERN HIGH SCHOOL DISTRICT
1978 - 1983

YEAR	HIGH SCHOOL STUDENTS ENTERING	NUMBERS TRANSFERRING	PERCENTAGE
1977-78	1,050	509	48.5
1979-80	959	556	58.0
1981-82	884	395	44.7
1982-83	869	354	40.7

It is, of course, true that among those transferring are substantial numbers who are not recent graduates of local high schools. It is also true, however, that there is a direct relationship between numbers entering from high school and numbers transferring. It would appear that about 25% of local high school graduates enroll at Bakersfield College and perhaps about one-third of these students transfer to other postsecondary institutions after completing their study at Bakersfield College. So—there is a selection process going on in education at every level; not everyone finishes high school; of those who do only about one-third continue with college; and of these, perhaps only about 20% ever get a baccalaureate degree.

This takes us to the second issue of how many people there are in California who have completed four years of college or more. This is reported in the 1970 and 1980 Census in terms of the 25+ age cohort. Table 11 reports these data for selected counties in California for the two years noted.

TABLE 11

PERCENTAGE OF POPULATION 25 YEARS OLD OR OLDER
WITH 4 YEARS OF COLLEGE OR MORE
SELECTED COUNTIES
1970 - 1980

COUNTY	1970	1980
Alameda	14.6	22.3
Contra Costa	17.2	25.5
Fresno	10.2	15.2
Humboldt	10.0	18.0
Imperial	7.3	9.6
Kern	9.0	11.8
Kings	8.6	10.2
Los Angeles	12.7	18.5
Madera	7.0	10.7
Marin	26.6	38.3
Merced	8.3	10.5
Monterey	15.0	19.6
Napa	11.4	17.8
Orange	15.8	22.6
Riverside	10.6	12.8
Sacramento	13.1	19.3
San Bernardino	9.2	13.1
San Diego	13.9	20.9
San Francisco	16.7	28.2
San Joaquin	8.0	11.5
San Luis Obispo	11.1	19.0
San Mateo	17.1	25.5
Santa Barbara	17.9	24.6
Santa Clara	19.5	26.4
Santa Cruz	13.2	23.5
Solano	9.3	13.7
Sonoma	11.1	19.3
Tulare	7.2	10.1
Ventura	12.3	18.2

It can be seen from Table 11 that the mode in 1980 was about 19%. Kern County was about 12% and the range in 1980 was 9.6% to 38.3%. So, if California's pool of college trained people is about 20%, it seems reasonable to conclude that sending about 35% of seniors on to college is within the normal range, albeit probably lower in Kern County than the average county of the state.

PURPOSES FOR ATTENDING BAKERSFIELD COLLEGE

It has been suggested throughout this paper that in an open door college people enroll for a very wide variety of reasons. To be more specific we examined first the reasons given by students on their application forms for attending, and second their purposes for enrolling in baccalaureate classes.

In Table 11 we have noted the purposes listed on the application form used by Bakersfield College and the corresponding number of students marking a particular purpose. These responses follow:

TABLE 11

BAKERSFIELD COLLEGE
REASONS FOR ENROLLMENT AT THE COLLEGE
1983 - 1984

	Fall 1983		Spring 1984	
Purpose	Numbers	Percentage	Numbers	Percentage
Transfer to four-year college	3,436	32.30	3,139	34.30
Associate degree without transfer	1,610	15.10	1,480	16.20
Compensatory courses	117	1.00	78	.09
High school diploma	134	1.30	110	1.20
Independent living	247	2.30	128	1.40
Parenting skills	222	2.10	114	1.20
Civic development	41	.30	22	.02
Personal enrichment	2,141	20.10	1,572	17.20
Vocational certificate	507	4.80	425	4.60
Associate degree in vocational program	260	2.40	238	2.60
New job skills	906	8.50	673	7.40
Upgrading job skills	936	8.80	681	7.50
Not reported	93	.80	477	5.20
TOTAL	10,650		9,140	

It can be seen from these data that about one-third of the students enrolling note as their educational goal transferring to a four-year college or university. Since the survey included everyone enrolling at the college in 1983-84, the numbers noted for the various options are significant. It is also true, however, that at the time of registration educational goals noted by students are not notably reliable. With this in mind, we moved from a consideration of goals noted by all students to those reported by students enrolled in baccalaureate level courses. To do this, a brief survey form was developed (see Appendix) and administered in 157 baccalaureate level classes on April 4, 1984. The total number of enrollments responding was 4,935. Naturally, some students are represented more than once since they are enrolled in more than one baccalaureate level class on a given day. The total number of responses is, in our view, a very large sample of the total enrollments in baccalaureate level classes. Table 12 summarizes these 4,935 responses to the question--"What is the major reason for your enrollment in this particular course?"

TABLE 12

BAKERSFIELD COLLEGE
REASONS FOR ENROLLING IN BACCALAUREATE COURSES
SPRING 1984

Purposes	Number	Percentage
Qualify for a different job	129	2.61
General education and personal satisfaction	611	12.38
Vocational certificate	408	8.27
Associate degree--not transfer	787	15.95
Upgrading on job	143	2.90
Transfer to four-year college	2,856	57.87

The purposes noted above were phrased on the Survey Form so as to be mutually exclusive, i.e., an attempt was made to force the students to note the single major reason for enrolling in the course.

These data indicate that students enroll in baccalaureate level courses for a variety of legitimate purposes. As would be expected a majority of the students responding marked the purpose of transferring to a four-year college as the major reasons for enrolling in the course. However, it is instructive to note that the percentage marking this option turned out to be 57.87% which means that 42.13% of student enrolled in classes that are clearly denoted as baccalaureate level are taking the class for some purpose other than using it for transferring to a four-year college.

The fact that 12.38% enroll for their own personal general education and satisfaction is not reason for concern or apology; it is a healthy sign that these people are seeking to broaden their horizons and improve the quality of their lives by taking a rigorous, demanding course acceptable in either the C.S.U.C. or U.C. systems.

The fact that almost 16% enroll to satisfy the requirements of the Associate Degree without transferring speaks to the importance, legitimacy, and usefulness of this two-year degree.

Another 8.27% enroll in baccalaureate level courses to help satisfy the requirements of a vocational certificate leading to entry level employment. Commonly, people think of baccalaureate level courses as those transferring to a four-year college. They fail to realize that students in occupational programs also need a good general education and baccalaureate level classes provide this component.

Almost 85% of the students responding are freshmen and sophomores as defined by the State of California. Table 13 summarized the educational level of the survey sample.

TABLE 13

BAKERSFIELD COLLEGE
EDUCATIONAL LEVEL OF STUDENTS IN
BACCALAUREATE CLASSES
SPRING, 1984

Educational Level	Number	Percentage
0 - 30 college units completed	2,235	45.30
31 - 60 college units completed	1,920	38.91
More than 60 units, but less than a bachelor's degree	609	12.34
Bachelor's Degree	123	2.49
Master's Degree	37	.75
Doctor's Degree	10	.20

We also asked these students to indicate how many units they are currently enrolled in. Table 14 shows that most students enrolling in baccalaureate level classes are full-time students (70.73)

TABLE 14

BAKERSFIELD COLLEGE
FULL-TIME AND PART-TIME STUDENTS ENROLLED IN
BACCALAUREATE COURSES
SPRING 1984

Units Enrolled	Number	Percentage
1 - 3 units	229	4.64
4 - 7 units	415	8.41
8 - 11 units	795	16.11
12 or more units	3,490	70.73

It is instructive to note that students enrolled in baccalaureate level courses tend to be full-time students as defined by the State of California.

CONCLUSIONS

(1) About two-thirds of the enrollments in classes at Bakersfield College are in baccalaureate level courses. And about the same percentage (two-thirds) of those enrolled in these courses complete the course with an A, B, C, D, or CR grade.

(2) Students enrolled in baccalaureate level courses at Bakersfield College tend to be full-time students who enroll in these particular courses for many different reasons including, but certainly not limited to the purpose of transferring the course credits to a four-year college or university.

(3) Of the students enrolled in baccalaureate level classes at Bakersfield College 58% state they intend to use the course credits for transfer, and 42% have other reasons for enrolling in the course.

(4) Data provided by the U.C. and C.S.U.C. systems through CPEC indicate a decline in the numbers and percentage of community college students transferring into the other two systems. However, it may be of interest to note that after seven years of decline, the fall semester 1983 CPEC report shows an increase in the number of transfer students state-wide. Depending upon the statistical base chosen for comparison, Bakersfield College transfers from about 4% to 51% of the students in baccalaureate courses.

(5) Students who transfer from Bakersfield College to the U.C. or C.S.U.C. systems achieve academically at about the same level as "native student".

(6) The nature of the curriculum and the purposes for which students enroll in baccalaureate level classes at Bakersfield College are a reflection of the college's implementation of the "open door" policies written into the laws and regulations of the State of California.

(7) About one-third of Kern County's high school seniors enroll in some college upon graduation. Of these, the overwhelming majority register at Bakersfield College.

A FINAL NOTE

The total society is the beneficiary of a more highly educated populace. Individuals also benefit in many ways from a course or a program which may not be directly related to a vocational goal. Education has many intrinsic values that are never tabulated in offical reports. There is more to life than earning a living; there is also the richness engendered by understanding, by appreciation, by participation, and by seeing the far horizons of the world in which we live. In large part, baccalaureate level courses in the lower division are general education courses. These quality courses help people to see themselves, other people, and the world around them with greater insight and with more accuracy. Even if they never transfer the credits to the next level, they and society are well served by pursuing academically rigorous courses in community colleges.

APPENDIX

Course _____

Bakersfield College is very interested in the purpose for which you are taking this particular course. Please help us by marking on the answer sheet your major reason for taking this course.

1. The major reason I am enrolled in this course is:

Mark only one of the letters on the answer sheet.

A — I am taking this course, not to fulfill any requirement for a degree or certificate, but to help me qualify for a different job than I now have.

B — I am taking this course, not to fulfill any requirement for a degree or certificate, but solely for my own personal general education, interest, and satisfaction.

C — I plan to complete the requirement for a vocational certificate and this course helps satisfy those requirements.

D — I plan to get an A.A. or A.S. Degree from Bakersfield College without transferring to another college. This course will help satisfy the requirements for the A.A. Degree.

E — I am taking this course, not to fulfill any requirement for a degree or certificate, but to help me become more qualified in the job I now hold or a related job.

F — I plan to transfer to a four-year college or university and this course will transfer.

2. My educational level is:

Mark only one of the letters on the answer sheet.

A — 0 - 30 college units completed

B — 31 - 60 college units completed

C — More than 60 units completed, but less than a bachelor's degree

D — Bachelor's degree

E — Master's degree

F — Doctor's degree

3. In how many units are you currently enrolled?

Mark only one of the letters on the answer sheet.

A — 1 - 3 units

B — 4 - 7 units

C — 8 - 11 units

D — 12 or more units

4. In the space below make any comments you wish to have considered in this survey.

_____

_____

_____

_____

ERIC Clearinghouse for Junior Colleges
AUG 17 1984